Preparing Tomorrow's Teachers to Use Technology

Frequently Asked Questions and Answers

In the following questions and answers, page numbers refer to page numbers in the program application guidelines, which are published on the program Web site at www.ed.gov/teachtech/.   These guidelines may also be obtained through the mail by contacting the program by phone at 202-502-7788; by E-mail at Teacher_Technology@ed.gov; or by Fax at 202-502-7775.

PLEASE NOTE A CLARIFICATION TO QUESTION 27 (Indirect Costs):

The technical assistance workshops held in late January / early February revealed the need to provide additional information on indirect costs. The Total Project Budget Summary Form found in the application package includes a line item identified as B. This line reads as follows: **Indirect Costs: Actual Indirect Cost Rate of Lead ____%**. The percentage being requested refers to the indirect cost rate that is being applied to the total direct costs. The lead organization should enter its actual indirect cost rate or 8%, whichever is less. The indirect rate must not exceed 8% of total direct costs. If the lead organization's actual indirect cost rate is less than 8%, it must use its actual rate.

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PT3 Frequently Asked Questions

DISCUSSION OF PROGRAM

1.   **What is the purpose of the Preparing Tomorrow's Teachers to Use Technology (PT3) program?**

The purpose of the Preparing Tomorrow's Teachers to Use Technology program is to ensure that future teachers become proficient in the use of modern learning technologies as a result of systematic program improvements in teacher education. To address the challenge of developing technology-proficient future educators, grants awarded under this initiative will support program innovations developed by consortia of higher education institutions, state agencies, school districts, non-profit organizations, and others who are joining forces to transform teacher preparation programs into 21st century learning environments.

2.   **Why is the estimated size of Catalyst grants larger than the estimated size of Implementation grants?**

The estimates of grant size are based on the different purposes of each grant type. For example, we will be asking a lot of the Catalyst grantees who may be called to provide significant technical assistance to a large number of Implementation grantees. We anticipate that applicants will develop a wide range of strategies for developing technology-proficient future educators, and we expect the average grant size, and the actual number of grants awarded in any category, to vary accordingly. It is possible that some Implementation grants will be larger than some Catalyst grants. All projections of grant size in the application guidelines are based on wide-ranging estimates for the average size of awards. All estimates of grant size and the dollar value of awards are subject to the quality of applications received and sufficient appropriations from Congress.

3.   **Under what legislative authority is the program operating?**

Title III of the Improving America's Schools Act of 1994 (SEC. 3122) calls on the Secretary to provide Federal leadership in promoting the use of technology in education including: "…The development, demonstration, and evaluation of model strategies for preparing teachers and other personnel to use technology effectively to improve teaching and learning."

Under that authority, Congress established an appropriation for this program to strengthen the infusion of technology into teacher preparation programs. The program is being administered by the Office of Policy, Planning and Innovation in the U.S. Department of Education.

4.   What specific regulations apply to the PT3 program?

The following regulations apply to Preparing Tomorrow's Teachers to Use Technology:

(a)   The Education Department General Administrative Regulations (EDGAR) as follows:

(1)   34 Code of Federal Regulations (CFR) Part 74 (Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations).

(2)   34 CFR Part 75 (Direct Grant Programs), except for §75.102.

(3)   34 CFR Part 77 (Definitions that Apply to Department Regulations).

(4)   34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

(5)   34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

(6)   34 CFR Part 81 (General Education Provisions Act--Enforcement).

(7)   34 CFR Part 82 (New Restrictions on Lobbying).

(8)   34 CFR Part 85 (Governmentwide Debarment and Suspension {Nonprocurement} and Governmentwide Requirements for Drug-Free Workplace {Grants}).

(9)   34 CFR Part 86 (Drug-Free Schools and Campuses).

(10)   34 CFR Part 97 (Protection of Human Subjects).

(11)   34 CFR Part 98 (Student Rights in Research, Experimental Programs and Testing).

(12)   34 CFR Part 99 (Family Educational Rights and Privacy).

(b)   34 CFR Part 614 (Preparing Tomorrow's Teachers to Use Technology; Final Rule).

(Authority: 20 U.S.C. 6832)

5.   How should we determine which type of grant to apply for?

Each application submitted must specifically address the requirements and criteria of a specific type of grant, and applicants are encouraged to carefully consider pages 12 through 20 of the application guidelines as they determine whether to apply for an Implementation Grant or a Catalyst grant. The cover sheet of each application must designate which type of grant is sought. For most applicants the priority will be to implement innovative teacher preparation program improvements that will develop technology-proficient future educators at specific colleges or universities and these applicants should concentrate on developing a strong Implementation grant application. A few organizations will have the expertise and experience to facilitate the work of other institutions engaged in implementation projects, and they might consider a Catalyst grant to achieve far ranging impact on the teacher preparation system. Implementation grants and Catalyst grants each have their own application requirements and selection criteria.

If the same institution serves as the lead organization in more than one Implementation application, the reviewers may question the applicant's ability to determine its needs, purposes, vision, or readiness to develop or implement a comprehensive institutional strategy for teacher preparation improvement. (Refer to the selection criteria on pages 12 to 15: "Need for the Project; Quality of Project Design; and Adequacy of Resources.")

In exceptional cases, it is conceivable that the same institution could serve as the lead organization for both a Catalyst grant and an Implementation grant, and that it could make a compelling case that it had sufficient resources and expertise to support both projects. It is possible, for example, that the lead organization in a consortium might be prepared to implement a strong teacher preparation program innovation on its own campus through an Implementation grant, and that it would also have the expertise and resources to serve as the lead organization in a Catalyst grant consortium in support of others who are engaged in Implementation grant activities. In such cases the lead organization should clearly document that it (and its respective consortium members in each grant) would have a management plan, the organizational resources, and the matching commitments to successfully carry out both projects if they were awarded grants.

6.   For what purposes may the program funds be used?

PT3 grants support program innovations that prepare future teachers to use technology. Grant funds may not be used for in-service training or for continuing education for currently certified teachers. PT3 grant funds may not be used to pay for student financial assistance, such as scholarships, stipends, or other financial aid incentives to recruit future teachers or to subsidize the costs of their education.

In-service professional development and continuing education for certified teachers who are currently teaching in K-12 schools are not allowable activities in this competition—this includes continuing education to meet in-service or new certification requirements or graduate study for in-service teacher career development.

7.   Is an Institution of Higher Education required to conduct its own training and faculty development?

No. Although Institutions of Higher Education are encouraged to make significant faculty development investments under these grants, they are not required to limit this effort to training provided by their own institution. Institutions of Higher Education and others may contract with appropriate providers of faculty development, expertise and services. This could involve sending faculty off campus to K-12 school districts, contractors, or conferences where they may be able to obtain the necessary professional development in a technology-rich learning environment, and it could include hiring a contractor to train the faculty on site.

DISCUSSION OF APPLICANTS

**8.	Who may apply for PT3 grant funds?**

An eligible applicant for the program must be a consortium. A consortium must include two or more members of any entity able to contribute to teacher preparation reforms that produce technology-proficient teachers such as the following: Institutions of Higher Education (IHEs), schools of education, community colleges, State Education Agencies (SEAs), Local Education Agencies (LEAs), private elementary or secondary schools, professional associations, foundations, museums, libraries, private sector businesses, public or private nonprofit organizations, community-based organizations.

**9.	Are these grant funds limited to programs that prepare undergraduate students or are programs that prepare future teachers at the Masters Degree level also eligible for support?**

PT3 grants support teacher preparation programs that focus on the initial training and certification of future educators. This includes Masters Degree programs, undergraduate programs, and alternative programs that develop well-prepared, technology-proficient future educators. Program funds are not to be used for the continuing education of currently certified teachers, however, and Masters Degree programs targeted at in-service teachers who are working to up-grade their credentials are not eligible for support under this program.

**10.	Who may serve as a lead applicant for the consortium?**

The lead applicant for the consortium must be a non-profit member of the consortium that is prepared to meet the legal and administrative responsibilities of a grantee (see page 5). The members of the consortium should designate the member who will serve as the "Lead Organization" applying on behalf of the consortium and serving as the fiscal agent in the event that a grant is awarded.

DISCUSSION OF THE CONSORTIUM

**11.	Does the consortium have to pre-exist? Can new consortium members join the project after a grant is made?**

A consortium must include at least two institutions or organizations that have agreed to be partners in a teacher preparation improvement initiative by the time the application is submitted on March 7, 2000. The agreements and commitments of consortium partners should be documented in the application submitted on March 7, 2000. However, the partnership does

not have to pre-exist the application submitted on March 7, 2000. In addition, new consortium partners may be recruited and may join the project after the grant is awarded.

12.   Can an institution of higher education (IHE) form a consortium among different departments or components of the same college or university? Can these different departments or units be listed as separate consortium partners?

A consortium must include a school, school district, educational agency or organization, Institution of Higher Education, business partner, foundation, or other member (or members) beyond the boundaries of a single IHE. An alliance of departments located at the same institution does not constitute a consortium for the purpose of these grants. If an IHE is participating as a member of a larger consortium it should list the departments or units that are contributing to the consortium's work – but it is the IHE that is the consortium member and not the individual departments. If a single department of an IHE participates as a member of a larger consortium composed entirely of institutions or organizations beyond the bounds of its own institution, it should do so with the sanction and support of its institution – and it is that department's institution that is the consortium member committing the resources and expertise of the respective department to the project.

13.   Can one department, division, center, or other part of an Institution of Higher education apply for one grant while another part of the institution applies for a different grant?

The applicant is a consortium. In postsecondary education the development of well-prepared, technology-proficient teachers should be the responsibility of the entire college or university. Institutions of Higher Education should participate in this program with the active support of deans, presidents, provosts, and other leaders who are committing entire programs, departments, and institutions to innovative teacher preparation program improvements that are driven by a well-focused institutional vision for improved teaching and learning (page 12). These grants call for a comprehensive, institutional strategy for teacher preparation improvement in which various departments, divisions, and units work collaboratively to produce well-prepared, technology- proficient teachers. The creation of discrete grant application initiatives that are not mutually supportive at the same institution is to be avoided. Reviewers will be looking for an overall institutional strategy that demonstrates coherent vision, strategy, and commitment of institutional resources. In the final stages of the application review, external peer reviewers will look across the full portfolio of grant candidates. Any applicant that considers submitting more than one application should carefully consider the total picture these applications will convey to the reviewers during the final selection process.

14. **Can an institution be the Lead Organization in more than one grant application--can an organization apply more than once?**

The applicant is a consortium. Significant institutional and consortium commitments will be necessary to successfully meet the purposes of these grants, and in most cases an institution or organization should serve as the lead organization in only one application that best meets its goals and needs. The purpose of these grants is to support comprehensive teacher preparation program improvement efforts that infuse modern learning technologies throughout the teaching and learning experiences of all future teachers, to insure that they will become well-prepared, technology-proficient educators. We assume that applicants will have to make significant institutional commitments to achieve these objectives and that it is unlikely that an institution can marshal sufficient resources to serve as the lead organization in more than one grant application.

15. **Could a single organization be a partner in more than one grant consortium (i.e. could recipients of one grant be partners in other grants)? Could they be partners in different grant types--for example, could recipients of Catalyst grants partner with Implementation grantees? Would you prefer to see individual consortium partners participate as members in only one consortium?**

Institutions and organizations can participate in more than one grant consortium; this could include grants of different types. For example, it's possible that a Catalyst grantee might include specific Implementation grantees in its consortium partnerships. These relationships could be developed during the application process or after the grants are awarded. However, each applicant must describe the role and commitments of each partner in each consortium. The consortium member will be responsible for clarifying how it will manage its commitments and participation in more than one project, in the event that it is a member of more than one consortium that receives a grant (e.g. a member's commitments of staff time or other resources can not total more than 100% of the available staff time and resources if it participates in more than one grant).

SPECIAL CONSIDERATIONS, IF ANY

16. **Is there a preference for institutions serving a large number of high need students, or for institutions that prepare future teachers to serve in high need communities?**

Under this program the U.S. Secretary of Education particularly encourages applications that respond to the need for technology-proficient teachers in areas where a digital divide exists. Applicants might demonstrate their response to this need by preparing future teachers from such communities, and by placing their future teachers and faculty in schools in these communities for internship experiences. Other strategies are encouraged as well. The

applicant's response to the needs of low-income communities and rural areas will be assessed under the Selection Criteria: "Need for the Project" and "Significance of the Project" on pages 11, 14, and 18 of the application package.

17.   What is the limit to the number of awards per state? How will geographic distribution be considered in the review?

Neither the authorizing statute nor the regulations for this program require or authorize a geographic distribution of grant awards. Geographic distribution is not included in the selection criteria for this competition. However, an applicant could use geographic location to make a compelling case for need under the selection criteria in this competition.

MATCHING COMMITMENTS

18.   Is there a matching requirement?

Yes, a matching requirement exists for the PT3 program. The Federal share of the cost of the project may not exceed fifty percent of the total project cost for each budget period. This is a 1:1 match. For example, if the consortium is asking for $350,000 in Federal funding, the non-federal share would be at least $350,000 of the total project costs of $700,000. These costs may be in cash or in kind, fairly valued, including services, supplies or equipment.

19.   What is the required level of matching commitments? Do all members of the consortium have to make the same level of matching commitments?

The applicant is a consortium. The total consortium commitment of funds and in-kind resources must support at least 50% of the cost of the proposed project during any project year. The level of commitment by individual consortium members may vary as long as the total of the commitments by all consortium members and sponsors meets at least 50% of the project's costs during each year.

"Matching commitments" are the lead organization and consortium member commitments of funds ("cash") or "in-kind" contributions of resources, such as: staff time, equipment, travel, consultants, materials, or other support needed to accomplish the work of the project. Matching commitments must be: 1) verifiable; 2) necessary and reasonable; and 3) allowable under applicable cost principles. In general, matching commitments will fall into one or more of the budget categories listed as "Project Matching Funds Provided By All Members" on the budget page of the application guidelines. The applicant should list the actual funds or the market value of the contributed services and resources as matching commitments on that page. In addition to the participating consortium members, other sponsors of the project may also be sources of matching commitments; this would include commitments by corporate donors, foundations, or other non-federal sources that directly contribute to the work of the grant funded project.

20.   How do you determine the value of in-kind contributions by consortium partners, corporate sponsors, foundations, or others?

Applicants with in-kind commitments or contributions of staff time, services, equipment, or other resources should use the fair market value, or the amount that would have to be paid by the grant for this staff time, service, equipment, or other resource if it were not contributed to the project. The value of the commitments and contributions must be verifiable in accordance with applicable cost principles.

21. Can a single faculty member's time, or the time of any other individual be counted as a matching commitment in more than one grant?

The same individual may work on more than one grant (funded by this program or any other program), but that individual's total allocation of time across federal grants can not total more than 100% of his or her full-time position.

22. Can funds or resources provided by another federal grant be counted as matching commitments?

No. You may not use any federal funds or federally funded resources to meet the 50% matching requirement.

23. Can previous technology acquisitions or prior faculty development investments be counted as matching commitments?

No.   Matching commitments flow during the same time period that the grant funds flow. Investments and acquisitions made prior to the beginning of the grant may not be counted toward the 50% matching requirement. However, expenditures of funds or allocations of resources that occur after the grant begins may be counted as matching commitments.

24. Can revenue from grant funded activities or other sources be counted as a match?

Yes. Revenue generated by grant funded activities should contribute to the work of the project, and it may be counted as a matching commitment. Other revenues generated by the consortium or its members may also be used as matching commitments to the project as well. Estimates of projected revenue should be generated on a sound basis and they should be verifiable through applicable cost principles. Wildly inflated claims for projected revenue as matching commitments will not be accepted.

25. If an applicant provides tuition remission for teaching fellows, graduate students, or others who contribute to the work of the grant, can the applicant count this as part of the matching commitment?

Yes.

26. Do the matching commitments have to be in-hand at the time of the application?

No, but the applicant must be able to project the amount of the matching funds and resources based on the lead institution and consortium member commitments for the expected grant period, and at the time of the award, it must be able to document how those commitments will be secured. For example, an institution's budget for the next academic year should support its matching commitments to the project. Conversely, if an applicant has applied for another grant from a different funding source than this program, it may mention that fact in its application, but it may not count the anticipated funding to be received under that grant as a matching commitment unless it has received a documented and official notice that those funds or resources will be available during the period of a grant awarded under this program.

27. What indirect cost rate may I use?

The maximum indirect cost rate for all consortium members under these grants is limited to eight percent of total direct costs or the lead organization's negotiated indirect cost rate, whichever rate is lower.

28. Can the difference between the eight percent cap on indirect costs and the negotiated rate be used as a match?

No. The unrecovered difference between the eight percent of total direct costs and the institution's negotiated indirect cost rate may not be used as a matching commitment.

RESTRICTIONS ON EQUIPMENT ACQUISITION

29.   Can you please elaborate on your definition of equipment?

Acquired equipment should be modern learning technologies that have a clear and well-defined role to play in the applicant's plan for improving the teaching and learning process--see page 7 of the application guidelines. It is up to the applicant to determine the type of equipment that is needed to support the improvement of a teacher preparation program. The acquisition of equipment is not the primary purpose of the grant. Applicants are advised that limited amounts of funds should be used for equipment and these investments should be augmented with matching commitments and other resources.

30.   What is the definition of limited equipment purchases?

Although we have not specified an amount or percentage for equipment acquisitions with grant funds, applicants should be aware that grants awarded under this program are not to support large purchases of equipment--see page 7 of the application guidelines. Under the "Adequacy of Resources Selection Criterion" in this program, applications proposing equipment purchases as their primary purpose will not be competitive. In addition, applications proposing to supplement or supplant spending plans for scheduled replacements or upgrades of equipment will not be supported. Applicants may make modest equipment acquisitions with grant funds that enable them to establish a core infrastructure that can be used to seek additional and larger levels of equipment support from consortium members or from corporate donors or foundation sponsors. Matching commitments made by the applicant consortium must support equipment investments under the grant.

31.   Is a Learning Technology Plan required in every application?

The applicant may choose the manner in which it addresses the selection criteria for grants under this program. The Secretary believes that under the criterion of "Quality of Project Design" a strong application will address the five questions outlined under the "Learning Technology Plan" section of the application guidelines on pages 7 and 8.

32. **If a state introduces a new technology certification requirement that all current teachers must meet, can the grant funds be used to help in-service teachers meet this new requirement?**

No. The purpose of this grant program is to help applicants improve programs that will prepare future teachers to meet the growing shortage of well-prepared, technology-proficient educators. In-service professional development does not meet the purpose of this program.

33. **Why can't funds be used for in-service training?**

Several recent national reports have concluded that teacher preparation has emerged as the critical factor limiting the contributions of new technologies to improved learning. These findings reflect the need to restructure the teacher preparation system. Federal, State and local agencies are investing billions of dollars a year to equip schools with computers and modern communications networks. Recent GAO testimony[1] based upon an agency survey on the use of Federal funds for teacher training programs for elementary and secondary teachers indicates that while $1.5 billion in Federal funds are used in part for teacher training, the majority goes towards in-service training and only six percent supports pre-service training. Reeducating the existing teaching force to take full advantage of modern learning technologies will require extensive professional development over many years. But this problem is being greatly magnified by the fact that new teachers entering the profession have not been adequately prepared to use the modern technologies they will find in their 21st century schools.

34. **Can grant funds be used to train in-service teachers or cooperating K-12 teachers who serve as mentors to future teachers during their student internships? Can grant funds be used to develop networked mentoring programs for future teachers to support their novice year of teaching?**

Yes, grant funds may be used to train in-service teachers who will serve as mentors, instructors, adjunct faculty, and supervisors, or who will otherwise support the learning experiences of future teachers. Such investments are similar to other faculty development investments allowed under the grant program. And yes, grant funds may be used to develop networked mentoring support for future teachers during their novice year of teaching.

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[1] United States General Accounting Office, "Teacher Training--over $1.5 Billion Federal Funds Invested in Many Programs," Statement of Marnie S. Shaul, Associate Director, Education, Workforce, and Income Security Issues, Health Education, and Human Services Division, Released May 5, 1999.

<u>RESTRICTION ON USE OF GRANT FUNDS FOR RECRUITMENT</u>

35.   Can grant funds be used to recruit students or other future teachers?

No. This program supports the innovative transformation of teacher preparation programs to prepare technology-proficient future educators who can meet the burgeoning demand for well-prepared teachers during the next decade. Grant funds may not be used to pay for scholarships, stipends, or other financial incentives that may be used to recruit future teachers. Grant funds may be used for program redesign, curriculum development, faculty development, and the formation of new partnerships to ensure that future teachers are technologically proficient.

<u>INFORMATION SPECIFIC TO FY2000 COMPETITION</u>

36.   What is the deadline for the PT3 program?

Applications for the program must be received by March 7, 2000. Applicants are advised to carefully read page 23 of the application guidelines.

37.   How many awards will be made, what size do you expect them to be, and when would funding be available?

It is estimated that approximately $48 million will be available for the program to award about 80 new Implementation grants and 15 new Catalyst grants. The estimated range of awards is expected to be $200,000-$400,000 for Implementation grants, and $500,000-$700,000 for Catalyst grants. The estimated average size of awards is anticipated to be $380,000 for Implementation grants, and $600,000 for Catalyst grants. We strongly encourage applicants to apply within these ranges. However, an applicant is not strictly bound to the averages and may apply for more or less than the average amount listed. All awards will be made by June 2000. The money will be available at the start date of the project. The Department will issue a notification of grant award, which sets the amount of the grant and specific conditions that apply, if any.

38.   What happens after I submit my application? How is it reviewed and rated?

A multi-tier review process will be used to evaluate all applications submitted for new awards under the FY 2000 Preparing Tomorrow's Teachers to Use Technology program. This

will help ensure a thorough review and assessment of the large number of applications that are expected to be received under the FY 2000 competition.

39.   What is the grant award funding period?

The project period is for 36 months, beginning in June 2000 and extending for three years through May of 2003. To receive a continuation award a grantee must submit an annual performance report that provides the most current performance and financial expenditure information. The Department will make a continuation award if Congress has appropriated sufficient funds and if the annual performance report indicates that the grantee has made substantial progress toward meeting the objectives of the approved application.

All applicants for multi-year awards are required to provide detailed budget information for the total grant period requested. The Department will determine at the time of the initial award the funding levels for each year of the grant award.

Note: The Department is not bound by any estimates in this document.

HELPFUL HINTS

40.   What are some examples of existing PT3 projects?

The 225 grantees in the Preparing Tomorrow's Teachers to Use Technology program consist of 1,423 partners who are joining forces to insure that future educators are prepared to teach 21st Century students with the modern learning technologies available in their classrooms. Of these partners, 34% are colleges and universities; 38% are school districts and schools; 17% are community-based organizations and government agencies; and 11% are businesses. During the first year of this program the federal commitment to these grants is $75 million, and the matching commitments from partners are valued at over $98 million. Our web site lists specific project names and contacts.

41.   How do I get general information on the grants process?

Detailed information you'll need to know about the Department's grants and contracts process (such as guidelines, regulations, and Federal Register documents) are available online under the "Funding Opportunities" section on the Department's Web site at www.ed.gov.

42.   What responsibilities do I have under a Department of Education Discretionary Grant?

You have the following major responsibilities when undertaking a project funded by the Department of Education:
- Performing the work promised in the application
- Exercising proper stewardship of federal funds
- Complying with all legal and regulatory requirements

- Reporting all required information to the Department

In addition, each award for a discretionary grant or cooperative agreement imposes specific responsibilities on a recipient, depending on the program from which you receive funding.